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ABSTRACT

This content analysis schedule for A Plan for Implementing a Bilingual Education Program--Kolehon Mandikike--of Agana, Guam, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified.. (SK)



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#394

Agana, Guam

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

CHECK ☒ DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

☒ Initial Proposal
☒ 2nd Year Continuation
_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design	9/70		
Interim evaluation	4/71		
Final evaluation	7/71		
Pre-audit			
Interim audit	4/71		
Final audit	8/71		

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 394

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R.P. Ludanyi - M. Shore

Date 2/72

0.2 Name of Project Plan for Implementing a Bilingual Education Program
Kolehon Mandikike

0.3 Address of Project P.O. Box DE

Agana, Guam 96910

0.5 STATE

0.5 30

- | | | |
|---------------|------------------|-----------------------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | <u>30-Other (specify)</u>
Guam |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 NA

2.3 Prior bilingual program involved:

2.3 NA

- 1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding:

2.4 NA

- 1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:

2.6 NA

- 1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers

.05 STATE

0.5

- | | | |
|---------------|------------------|------------------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | (30) Other (specify)
Guam |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

07

see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 NA

2.3 Prior bilingual program involved:

2.3 NA

- 1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding:

2.4 NA

- 1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1) CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 1

0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves:

2.6 NA

- 1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program:

2.7 1,4

- (1) local (4) federal (specify) Title III
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only)

2.8 \$150,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)

2.9 60,000

3.0 (1) If a UNIVERSITY is working with the Title VII program, specify which: University of Guam (teacher training)
0-none

3.0 1

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:

1-one 4-four 0-not specified
 ②-two 5-five
 3-three 6-other

P. p.12

(P = Proposal for first year)

4.2 Total number of students in program A.First year
 D.Second year
 C.Third year

4.2 A 100
 B 187
 C --

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	
① K-Kindgtn	4	8-grade 8	
PSK 100 TOTAL NO. students PS and K		9-grade 9	
		B TOTAL students gr. 7-9	
1-grade 1	4	10-grade 10	
2-grade 2		11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		C TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A 87 TOTAL students gr. 1-6			

Cont. p.3 Sec. D

Continuation document

4.4 ① All classes graded
 2-All classes ungraded
 3-Some classes ungraded
 If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic) in experimental program

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
 (Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 158	II E-Dom - NEMT 29	NE dom I 158	85
2. Total English Mother-Tongue	Chamorro domin.	Guamanians II ₂ E-Dom - EMT	E dom NEMT II ₁ 29	15
		E-Dom EMT II ₂		
I Total Non-English Dominant: 158 = 85%	II Total English Dominant: 29 = 15%	Total E-Dom II = II ₁ + II ₂	29	15

P. p.9 see XEROX 4b

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSch	1
K-Kindgtn	4
PSK 100	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9

1-grade 1	4
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A	87 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

Cont. p.3 Sec. D

Continuation document

- 4.4 ① All classes graded
 2-All classes ungraded
 3-Some classes ungraded
 If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic) in experimental program

- 5.1 Students Dominant and Native language interaction and cultural affiliation. (Indicate number of students in each category and specify cultural affiliation in box)
 (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - N-EMT 158	II E-Dom - N-EMT 29	NE dom I N-EMT	158	85
2. Total English Mother-Tongue	Chamorro domin.	Guamanians II ₂ E-Dom - EMT	E dom II ₁ N-EMT E-Dom II ₂ EMT	29	15
	I Total Non-English Dominant: 158 = 85%	II Total English Dominant: 29 = 15%	Total E-Dom II = II ₁ + II ₂	29	15

P. p.9 see XEROX 4b

KEY:

	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	%	
A2 Cherokee	A2	%	
A3 Other (specify)	A3	%	
A TOTAL No. of American Indian A		%	

Americans of other ethnic backgrounds:

B1 Mexican-American	B1	%	
B2 Puerto-Rican	B2	%	
B3 Cuban	B3	%	
B4 Other Spanish-American (specify)	B4	%	
B TOTAL No. of Spanish-speaking Americans	B	%	
C Portuguese-American	C	%	
D Franco-American	D	%	
F Chinese-American	F	%	
G Eskimo	G	%	
H Russian	H	%	
J Other Guamanians	J 187	100%	X Cont. p.2 Sec L

I TOTAL number of N-EMT target students 187... 100% X

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	E1	%	
NS			
E2	E2	%	

II TOTAL number of EMT students other than target population 0%

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4.1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	Chamorro	29	15
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent
Number %	not spec. No.	% not spec. only listening comprehension No. % speaking ability No. %
E 29 English	25	
A American		

B1 Mexican-American
 B2 Puerto-Rican
 B3 Cuban
 B4 Other Spanish-American
 (specify)
 B TOTAL No. of Spanish-
 speaking Americans

B1 _____
 B2 _____
 B3 _____
 B4 _____
 B _____
 C _____
 D _____
 F _____
 G _____
 H _____
 J 187 100 % X

Cont. p.2
 Sec L

I TOTAL number of N-EIT target
 students

187 100 % X

5.3 Ethnic identity of English mother tongue students other than target
 population, if specified, by number and per cent.

E1 _____ E1 _____
 NS
 E2 _____ E2 _____

II TOTAL number of EIT students
 other than target population

0 %

5.4 Students' native language or mother tongue if DIFFERENT
 from dominant language

5.4.1

(specify)
 Dominant language Different Native Language Number Per Cent
 1-English Chamorro 29 15
 2-Spanish

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension No. %	speaking ability No. %
E 29	English	25					
A	American						
	Indian						
A1	Navajo						
A2	Cherokee						
A3	Keresan						
A4	Other (spec.)						
B	Spanish						
C	Portuguese						
D	French						
F	Chinese						
G	Eskimo						
H	Russian						
J 158	Other (spec.)	85					
	Chamorro						
	Stateside		4			20	160
	Filipino		3				

see question 5.0

5.6 3

5.6 Recruitment of Students:

- 0 - not specified
- 1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
- 2 - Only N-EMT are required to take program, EMT's participation is voluntary
- 3 - Both EMT and N-EMT participation is voluntary

see Xerox P. p.4b

5.7 Proportion of EMT pupils in project area: selected
n.s.- not specified on the chart

5.7 20%

5.8 Community Characteristics (mark ally that apply)

5.8 4

- 0 - not specified
- 1 - inner city-ghetto
- 2 - major city
- 3 - small city, town or suburb
- 4 - rural (fewer than 2500) 100%
- 5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students
(indicate specific percent of low SES) See Xerox P. p.9
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 23%
B. NS

5.10 Socio-economic status of EMT participating students
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 0%

5.11 Proportion of migrant students in project
(Indicate specific percent)
n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

(not as detailed as a socio-survey--just language)

6.1 Project states that a sociolinguistic survey:

6.1 I 1

- | | I for
N-EMT group | II for
EMT group |
|-----------------|----------------------|---------------------|
| 1 was made | X | X |
| 2 will be made | | |
| 0 not mentioned | | |

"Chamorro-English dominant
Test will be administered
to all Guamanian children."

6.2 If a sociolinguistic survey was or will be made, P. p.10
mark all groups included:

6.2 I 2
II 2

- | | I N-EMT | II EMT |
|-------------|---------|--------|
| 1 parents | | |
| 2 children | X | X |
| 3 teachers | | |
| 4 community | | |
| 5 others | | |

(specify)

6.3 Language dominance of N-EMT groups (check: A parents, B X children, C teachers)
will be determined by the extent each language is used in different domains
through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A 7
B 9
C 7

test did not include
all these phases

USE NON-ENGLISH LANG.

USE ENGLISH

DOMAINS:

LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING

5.8 Community characteristics (mark all that apply)

- 0 - not specified
- 1 - inner city-ghetto
- 2 - major city
- 3 - small city, town or suburb
- 4 - rural (fewer than 2500) 100%
- 5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 23%
 (indicate specific percent of low SES) See Xerox P. p.9
 B. Average family income, if mentioned B. NS
 n.s. - not specified

5.10 Socio-economic status of EMT participating students 5.10 0%
 (indicate specific percent of low SES on the blank)
 n.a. - not applicable (no EMT)
 00 - not specified

5.11 Proportion of migrant students in project 5.11 0%
 (Indicate specific percent)
 n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

(not as detailed as a socio-survey--just language)

6.1 Project states that a sociolinguistic survey: 6.1 I 1
 I for N-EMT group II for EMT group II 1
 1 was made X X "Chamorro-English dominant
 2 will be made Test will be administered
 0 not mentioned to all Guamanian children."

6.2 If a sociolinguistic survey was or will be made, P. p.10 6.2 I 2
 mark all groups included: II 2
 I N-EMT II EMT
 1 parents
 2 children X X
 3 teachers
 4 community
 5 others
 (specify)

6.3 Language dominance of N-EMT groups (check: A parents, B X children, C teachers)
 will be determined by the extent each language is used in different domains
 through various means of communication.
 e.g. specify extent descriptively: never, sometimes, always

test did not include 6.3 A
 all these phases USE NON-ENGLISH LANG. USE ENGLISH B 9
 C

DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others								

(specify)

on Lang. Test see 5.6, 6.1

Recent studies (Thomas, 1970 + Doe records indicate over
 80% of the children in the Guam school system come
 from homes where English is not the predominant
 language. This represents approximately 50% of the total population

Measurement Instruments

p4a

The following instruments will be developed or appropriately adopted for use with Guamanian children.

Frostig, Marianne, Phyllis Maslow, D. Welty Lefever and John R.B. Whittlesey. Developmental Test of Visual Perception. Consulting Psychologists Press. Palo Alto, California. 1963

Kirk, Samuel A., James M. McCarthy and Winifred D. Kirk, Illinois Test of Psycholinguistic Abilities. University of Illinois, Urbana, Illinois. Revised Edition, 1963.

Peckens, Russell G. Drawing-of-a-Man Scale for Guam. University of Guam. Agana, Guam. 1970.

Thomas, Carol. Primary Language Test. (Chamorro Form; English Form.) Territory Department of Education. Agana, Guam. 1970.

Wechsler, David. Wechsler Preschool and Primary Scale of Intelligence. The Psychological Corporation. New York, N.Y. 1967.

"Chamorro Language Test" to be developed.

Data Collection Procedures

The Primary Language Test (see above) will be used to select participants for both the control and experimental groups. The PLT is a validated test developed on Guam and Island-wide base line data will be available June 5, 1970. The test measures language receptive skills through an active response. The English-Chamorro forms are parallel and both forms are culturally independent.

Parents and the potential kindergarten enrollees in the target schools will be interviewed by the Project Director in August, 1970. The PLT will be used to establish language dominance and eligibility for the program. The data from this test will also be used to establish equivalence of the experimental and control groups in the event that true random selection is not possible.

Question 6.4

Determination of Language Dominance

(Revised Page No. 38)

Proposal

Participation of English-Speaking Children and Children in Nonprofit Private Schools

Participation in this pilot program will be on a voluntary basis. Of the 100 Guamanian children selected to participate in the program, Chamorro will be the dominant language of 85 children, and English will be the dominant language of 15 children. The dominant language will be determined using the Chamorro-English Dominant Language Test administered to all native Guamanian children. This is in proportion to the number of such children in these two target areas. Children from the lower economic group will be taken on a first choice basis and then others if room permits.

The nonprofit private schools in the two target areas do not have kindergarten classes. All children of kindergarten age will attend the public schools. One teacher will be recruited from the private school staff to participate in the inservice training in preparation for the second year of the program when it will be a part of the first year curriculum.

Additional data on the linguistic competence of children will be gathered prior to the opening of school. Community coordinators will visit homes to interview parents and informally test the comprehension of both English and Chamorro; the instrument used for this purpose will be a game board designed for the Elementary TESOL program.

On the basis of these analyses, 85 children whose language dominance is Chamorro and 15 Guamaninans whose language dominance is English will be selected for the experimental program. Language ability will be assessed using the English-Chamorro Dominant Language Test.

Evidence That Educational Needs Are Not Being Met Satisfactorily

The Remedial Reading Project, ESEA, Title I (1968-1970) has been effective in helping children in the intermediate grades who are below grade level in reading achievement. It is the intent of the bilingual approach to reduce the number of remedial reading students by giving them a more solid foundation in the primary grades.

The Elementary TESOL Project and Primary Enrichment Program, ESEA Title I, was designed to provide skill in the second language and to provide a more experienced background for early achievement. This program will keep these facets and also capitalize on the children's own language as a basis for developing their conceptualization skills.

Although programs of teaching English as a second language have been effective, the findings reported in Table I (Facts) demonstrate that a problem in bilingual education exists on Guam. Research suggests that the bilingual approach defined in this proposal is a possible solution to the problem.

Number and Percent of Children From Families With Incomes of \$3,000 or Less Per Year

TABLE III			
LEA Enrollment in Target Schools		Total Number from Families with Less than \$3,000	*Percent from Families with Less than \$3,000
AGAT	896	268	
TORRES	347	117	29%
PRICE	1,224	331	33%
			27%
TOTAL GUAM	21,753	2,945	
-			15%

*Figures should be considered in relation to the large average family size on Guam. Data for all schools is presented in Appendix E.

6.4 If not included in survey, how was student's language dominance determined?

page 5
I 2
II 2

1-inferred by use of surname

2-established by formal testing of students

3-assessed by informal means (specify how)

4-not mentioned

N-ENT

II

ENT

X

X

see p. 4a and C

6.5 Sociolinguistic Survey includes: (check all that apply)

6.5 NS

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

1-yes

0-no

Attitudes toward maintenance or shift:

6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English

6.6 NS

1-yes

0-no

6.7 ENT parents' attitudes toward their children's learning of the N-ENT language

6.7 NS

1-yes

0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language

6.8 NS

1-yes

0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined?

6.9 3

1-will not be assessed

2-will be assessed, method not specified

3-has been or will be assessed by method other than

sociolinguistic survey (specify how) community aides interviewed & discussed goals of program
voluntary admission to program

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)

6.10 1

0-not mentioned

selection of students for project through Chamorro - English Dominant Test

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:(1st year)
(indicate non-English language in each box)

all are
native -
Chamorro
speakers
Final Eval.

July, 71, p.17

Language dominance not specified
Mother tongue not specified
not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

I N E Dom.

A-Monolingual

B-Bilingual

7.1

No.

%

which serves as a single system of communication for a group of people).
1=yes
0=no

Attitudes toward maintenance or shift:

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 NS
1=yes
0=no
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 NS
1=yes
0=no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NS
1=yes
0=no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) community aides interviewed & discussed goals of program
voluntary admission to program
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned selection of students for project through Chamorro - English Dominant Test

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category (1st year) (indicate non-English language in each box)

all are native Chamorro speakers
Final Eval.
July, 71, p.17

Language dominance not specified
Mother tongue not specified
not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom.		4 teachers
NEMT	N=	N= 8 interns
II E Dom		
EMT	N= 2	N=
III E Dom		
1 NEMT	N=	N=

A Total Number Monolingual 2
B Total Number Bilingual 4 (master teachers)

Total Number of Teachers
N 6 degreed teachers
C 71 p 4

	No.	%
7.1 I A	1	33
I B	4	67
II A	2	33
II B		
III A		
III B		
A	2	33
B	4	67
N	6	

7.2 Linguistic background of project aides or paraprofessionals, by number:

(indicate non-English language in each box)

(If any information is not specified, cross out that heading and complete the rest of the chart)

Xerox Cont.
p.53

____ Language dominance not specified
____ Mother tongue not specified
____ Not specified whether monolingual or bilingual

	A Monolingual	B Bilingual
I N-E Dom N-EMT		6 interns 2 aides
II E Dom EMT		
II E Dom 1 N-EMT		2 interns

7.2	No.	%
I A	—	—
I B	<u>8</u>	<u>80</u>
II A	—	—
VI B	—	—
II, A	—	—
II, B	—	—
II ¹ B	<u>2</u>	<u>20</u>
1	A —	—
	B <u>10</u>	<u>100</u>
	N <u>10</u>	—

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	6 interns	<u>10</u>
	2 aides	

dom. lang. of staff
given as Chamorro
P. p.22 23

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(inf) ② Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 2

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

bilingual aides who instruct in only one lang. teach in their native lang.:

7) only if native language is also their dominant language

even if native language is not their dominant language

1-3 not specified

(inf) 2. Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

Cont. p.37

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % (B. Aides & interns) No. % C. Proj. Director D. Evaluator(s) No. %

1 50

A. Teachers	No.	%	(B. Aides & interns)	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
<u>Chamorro</u>	<u>4</u>	<u> </u>	<u>Chamorro</u>	<u>9</u>	<u> </u>	<u> </u>	<u>Anglo 1/3 full time</u>	<u>1</u>	<u>50</u>
<u>English</u>	<u>2</u>	<u> </u>	<u>Filipino</u>	<u>1</u>	<u> </u>	<u>Anglo (inf.</u>	<u>Chamorro 1/10 full time</u>	<u>1</u>	<u>50</u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>from name)</u>	<u>evaluator</u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

O-not specified

7.6 Selection of N-EMT teachers from local community
 0-not specified
 Number of N-EMT program teachers from local community _____
 and % _____ of total N-EMT teachers.
 teachers are recommended by school administration, see 7.8

7.6 page 7
 No. %
 6 100

7.7 Number and Proportion of teachers and aides of same
 cultural background as N-EMT students:
 indicate specific percent on the blank, or

7.7 No. %
 4 67
 B 10 100

if specified descriptively,

A = teachers
 B = aides
 1-few
 2-some
 3-many
 4-most
 5-more than half
 0-not specified

7.8 Teacher Qualifications - Training prior to project
 (Indicate number of teachers with each qualification, 7.8 _____
 if given)

no.'s
 1,2,9,19,18
 1-4 tchrs
 2-4 tchrs
 9,19,18-n's

n.s.-qualifications not specified

0-previous courses not specified

1. 4 teacher must meet a specified level of language proficiency on a
 standardized proficiency test of the non-English language through
 which (s)he will instruct
2. 4 teacher must meet a specified level of communicative competence in (over)
 the non-English language determined by a structured interview
3. previous teaching through N-EMT (in country where it is a native
 language, in Peace Corps)
4. previous teaching in local area
5. courses in N-EMT language structure and usage
6. courses in N-E literature
7. content (e.g. Social Studies) courses learned through N-EMT
8. any previous education through N-EMT
9. courses in teaching ESL knowledge & skill in teaching ESL
10. courses in methods of teaching N-EMT language
11. courses in methods of teaching content (e.g. math) in N-EMT
12. certification in ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT p.34
16. other qualifications, specify
19. BA in elem. education
18. at least 5 years experience in teaching in bilingual environ-

8.0 STAFF DEVELOPMENT ment

8.1 A 2,6
 B 2,6

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
 and/or paraprofessionals in the following areas: Teachers professionals
 (mark all that apply)

n.s.-Training indicated, but nature not specified

- | | | |
|--|-------|-------|
| 1-English as their second language | _____ | _____ |
| 2-The teaching of English as a second language | X | X |
| 3-X as their second language | _____ | _____ |
| 4-The teaching of X as a second language | _____ | _____ |
| 5-Methods of teaching other academic subjects | _____ | _____ |
| 6-Methods of teaching other academic subjects | _____ | _____ |
| in X language use of bilingual instruction | X | X |
| materials | _____ | _____ |

P. p.22

8.2 Stated goals of teacher training are: 8.2 I 1,5,8,10
 II 5,8,10

Students

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, 7.8
if given)

no.'s
1,2,9,19,18

n.s.-qualifications not spcified

0-previous courses not specified

1. 4 teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 4 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview (over)
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. previous teaching in local area
5. courses in N-EMT language structure and usage
6. courses in N-E literature
7. content (e.g. Social Studies) courses learned through N-EMT
8. any previous education through N-EMT
9. courses in teaching ESL knowledge & skill in teaching ESL
10. courses in methods of teaching N-EMT language
11. courses in methods of teaching content (e.g. math) in N-EMT
12. certification in ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT P. p.34
16. other qualifications, specify
- 19----BA in elem. education
- 18----at least 5 years experience in teaching in bilingual environ-

8.0 STAFF DEVELOPMENT ment

8.1 A 2,6

B 2,6

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
and/or paraprofessionals in the following areas: Teachers professionals
(mark all that apply)

n.s.-Training indicated, but nature not specified

- | | | |
|--|-------|-------|
| 1-English as their second language | _____ | _____ |
| 2-The teaching of English as a second language | X | X |
| 3-X as their second language | _____ | _____ |
| 4-The teaching of X as a second language | _____ | _____ |
| 5-Methods of teaching other academic subjects | _____ | _____ |
| 6-Methods of teaching other academic subjects | _____ | _____ |
| in X language use of bilingual instruction | X | X |
| materials | _____ | _____ |

P. p.22

I 1,5,8,10

8.2 Stated goals of teacher training are: 8.2 II 5,8,10

Students

- | | I N-EMT | II EMT |
|---|---------|--------|
| 1-Understanding of socio-cultural values and practices of | X | _____ |
| 2-Cross-cultural training | _____ | _____ |
| 3-Sensitivity to ethnocentrism and linguistic snobbery | _____ | _____ |
| 4-Awareness of the social-emotional development of | _____ | _____ |
| 5-Strategies for accomodating the different learning styles of | X | X |
| 6-Strategies for cognitive development of | _____ | _____ |
| 7-Strategies for reinforcing the self-esteem of | _____ | _____ |
| 8-Methods of cross-cultural teaching or teaching the bicultural component | X | X |
| 9-Formulation of pupil performance objectives | _____ | _____ |
| 10-Methods of evaluation of pupil performance objectives | X | X |

List specific courses if given (or Xerox and attach)
Xerox P. p.23

Xerox 7b
(P. p.12)

7a

Teachers*

Question 7.8

QUALIFICATIONS: B. A. degree in Elementary education
At least 5 years experience teaching in a bilingual environment
Knowledge and skills in teaching English as a second language
Native command of Chamorro

- MAJOR DUTIES:
1. Teaching responsibilities--Kindergarten
25 hours a week. (double session)
 - a. Overall instructional responsibility of 50 children in cooperation with 2 interns
 - b. Oversee instructional lessons of interns
 - c. Demonstrate teaching techniques to interns
 2. Preparation for team teaching--3 hours
 - a. Evaluate daily activities
 - b. Work out daily program with interns and aides
 - c. Review lesson plans and techniques
 3. Inservice Training--Approximately 2 hours per week
 - a. Use of SEDL materials, under guidance of Program Coordinator and SEDL Consultants
 - b. Video taping, critiquing and self-evaluation
 - c. Confer with Program Coordinator and Director

Intern Teachers

QUALIFICATIONS: Junior or senior standing at the University of Guam
Recommendation by their College of Education advisor
Previous experience as a teaching aide or substitute teacher
Native command of Chamorro
Participation in preservice training program

- MAJOR DUTIES:
1. Teaching responsibilities--12½ hours a week
(under direction of Master Teacher)
 - a. Work with small groups in areas of competencies
 - b. Observe Master teacher at least 1 hour a week
 2. Preparation for team teaching--5 hours a week
 - a. Evaluate daily activities with staff members
 - b. Plan next day's program with other staff members
 3. Inservice training--10 hours a week
 - a. Use of SEDL materials under guidance of Program Coordinator and SEDL Consultants
 - b. Attend University of Guam courses for degree requirements. (6-9 hours a week)
 - c. Attend D. E. Kindergarten meetings as scheduled

*Teachers are regular Government of Guam employees.

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A. CONCEPT: Staff Development (PROCESS)

B. DOMINANT LANGUAGE: Chamorro

C. GRADE LEVEL: Kindergarten

D. NO. OF PARTICIPANTS: 100

E. OBJECTIVE: Provide training to develop competencies for project staff members necessary to carry out instructional development/curriculum development components.

F. PERFORMANCE OBJECTIVES

1. The project director will conduct orientation meetings in June and August for all personnel to familiarize them with objectives and procedures.

2. The project planning committee will assist the project administrators in establishing the criteria for selecting the teaching staff.

3. The project administrators will assess the abilities of each member of the teaching staff in bilingual and early childhood education and in teaching the Chamorro and English languages.

4. The teaching staff will complete a two-week preservice workshop on teaching the Chamorro language (see Appendix D for workshop description)

5. The teaching staff will complete a six-week preservice workshop in early childhood education (see Appendix D for workshop description.

6. The teaching staff will complete a two-week preservice workshop in team teaching (see Appendix D for workshop description)

7. The intern teachers will continue their education program on a half-time basis during the school year.

G. EVALUATION

The project director will record the attendance and content of the orientation meeting.

The project director will record the criteria established.

The project director will develop a check-list to assess abilities. A report on each staff member will be prepared by August 31, 1970.

The workshop instructor will record workshop attendance and evaluate attainment of workshop objectives.

The workshop instructor will record workshop attendance and evaluate attainment of workshop objectives.

The workshop instructor will record attendance and evaluate attainment of workshop objectives.

Advisors at the University of Guam will maintain academic records for each intern teacher.

Question
8.2

p75

Five-Year Program Objectives

The student target group will have a greater literacy in Chamorro than the matched group.

The student target group will have a comparable literacy in English when compared to students in a matched group.

By the end of five years the student target group's accomplishment level will correspond with their mental age as determined by appropriate testing instruments.

Guamanians will express a pride in their language, heritage and culture.

The bilingual program will be operational in grades ^{K-4} 2-4 in the target schools for approximately 500 students.

The nature and extent of the bilingual curriculum will have been determined and appropriate materials will have been developed.

Staff development: By the beginning of the fifth year the project will be staffed with a program coordinator, eight master teachers, twenty interns and twenty aides. The program coordinator will be a certified teacher with administrative experience. Master teachers will be certified and have had teaching experience in a bilingual setting. Interns and aides will have at least junior standing at the university level.

- Question 8.2
- (a) First, second and third year master teachers will have completed a masters degree program in early childhood/elementary education with emphasis in bilingual education.
 - (b) By the end of the five years, an English-speaking staff will have mastered Chamorro.
 - (c) Through staff development programs consisting of 1/2 classroom instruction and 1/2 university work, the first year interns will have completed requirements for certification. At least 50 percent of the first year interns will become master teachers in the next phase of the program. By the end of five years, the program will have trained at least ten master teachers, 20 interns and 20 aides.

First-Year Program Objectives

By August 31, 1970, a bilingual program will be operational for 100 children in the kindergarten programs of the two target schools. The program will be staffed with a project coordinator, two master teachers, four interns and four aides.

Component objectives follow:

p1-12

8.3 Methods of Teacher Training: (Mark all that apply)8.3 1,3,4

1-courses

2-experiential, teaching supervised by master teacher

see Xerox to 8.2

3-workshops where teachers offer suggestions to each other

4-use of video-tapes of teachers for feedback on how they are doing

5-cross-cultural sensitivity training, t-groups Xerox Cont. p.30,31

(over)

6-interaction analysis (e.g. Flanders system)

7-other (specify) University training

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1=yes 0=not mentioned8.4 not released
time--after
school8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0=not mentioned8.5 1How? (specify) intern teachers will teach half-time and continue education half-time. See Xerox to 8.2, 8.3, 7.18.6 Paraprofessional's role:8.6 1,5

1-teaching whole class

2-teaching small groups

3-tutoring individually

4-clerical

5-contributing to bicultural component

how? plan next day's program with other staff members Cont. p.53

6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply)8.7 A 1,8,9
B 1,8,9

0-not specified

①-University faculty

XX

⑨-SEDL consultants

2-project's Master Teachers

3-project's teachers

4-other (specify)

⑧-program coordinator

XX8.8 Number and Proportion of personnel giving teacher training who are:8.8 no. 2
2 40
3 40 part time

1-bilingual

2-bicultural > 2 out of 5

3-N-EMT (specify background)

8.9 Training is provided:8.9 1,2

1-during a summer session

2-during the academic year

3-other (specify)

8.10 Extent of training:8.10 2,3
B 52 hrs

A1-approximately equivalent to a college course

B (indicate no. of hours)

5 2 hrs weekly6 monthly7 bi-monthly see Xeroxfor aides 7 to 7.1

for teachers every 2 wks, special 3 hr session with coordinator

3-less than one course

4-other (specify)

8.11 Number and Proportion of teachers attending training:8.11 no. 6
100

or: if specified descriptively, indicate:

0-not specified

6-most

1-100%

7-many

2-more than 75%

8-few

als for joint lesson planning: 1=yes 0=not mentioned school
8.5 Project provides for paraprofessionals to receive course credit 8.5 1
toward eventual certification: 1=yes 0=not mentioned
How? (specify) intern teachers will teach half-time and continue educa-
tion half-time. See Xerox to 8.2, 8.3, 7.1

8.6 Paraprofessional's role: 8.6 1,5
1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how? plan next day's program with other staff members Cont. p.53
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1,8,9
(mark all that apply) A for teachers B for aides B 1,8,9
0-not specified
(1) University faculty X X 9-SEDL consultants
2-project's Master Teachers --- ---
3-project's teachers --- ---
4-other (specify) --- ---
(8) program coordinator X X

8.8 Number and Proportion of personnel giving teacher training who
are:
1-bilingual
2-bicultural > 2 out of 5
3-N-ENT (specify background)

no. %
8.8 1 2 40
2 2 40 part-time
3 --- ---

8.9 Training is provided:
1-during a summer session
2-during the academic year
3-other (specify)

8.9 1,2

8.10 Extent of training:
A1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____
B (indicate no. of hours)
5 2 hrs weekly
6 --- monthly
7 --- bi-monthly see Xerox to 7.1
every 2 wks, special 3 hr session with coordinator

8.10 1,2,3
5 2 hrs
6 ---
7 ---

8.11 Number and Proportion of teachers attending training:
or: if specified descriptively, indicate:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify) _____

no. %
8.11 6 100

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 6
0-not mentioned
1-to N-ENT language or dialect
2-to N-ENT students - expectations of achievement
3-to N-ENT culture
4-prior to participation in bilingual project
5-after project training
(6) after participation for a period of time in project (by audit)
7-through a questionnaire
8-other (specify) _____

8a

83

A. COMPONENT NAME Staff DevelopmentB. DOMINANT LANGUAGE English/ChamorroC. GRADE LEVEL Kindergarten and FirstD. NO. OF PARTICIPANTS 200

P R O C E S S

E. PROGRAM OBJECTIVES: To provide training to increase staff capabilities

F. PERFORMANCE OBJECTIVE

G. EVALUATION

	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. Project Director and Project Coordinator will attend the Bilingual Education Conference sponsored by the National Consortia for Bilingual Education in Houston, Texas in October 1971	November 1971	Project Director and Project Coordinator	Report to Department of Education personnel 11/30/71
2. All teachers and teacher assistants will attend a six-week inservice training session at the University of Guam from June 17 through July 30, 1971	August 1971	Project Director and Staff Development Specialist	An attendance and achievement report filed by Project Director 8/4/71
3. All teachers and teacher assistants will attend 200 hours of team planning and inservice sessions with the staff development specialist and bilingual staff from August 23, 1971 through June 2, 1972	Biweekly	Project Director and Staff Development Specialist	An attendance report filed by Project Director quarterly
4. All new teachers and teacher assistants will attend a six-week inservice training session at the University of Guam June 15 through July 28, 1972	August 1972	Project Director and Staff Development Specialist	An attendance and achievement report filed by Project Director 8/4/72

8.3

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply) 10.2 Staff:
- 0-not specified 1-bilingual teacher 10.1 1
- 1-team teaching 2-ESL teacher 10.2 1,3,4
- 2-cluster teaching 3-bilingual coordinator
- 3-shared resource teacher 4-aides or paraprofessionals P. p.12
- 4-other (specify) _____ 5-consultant psychotherapist or guidance counselor
- 6-other (specify) _____
- 10.3 Average number of pupils per class: 10.3 25 (Cont. p.3)
- 0-not specified
- 10.4 Average number of aides or paraprofessionals per class: 10.4 2
- 0-not specified P. p.32 1 intern teacher
- 10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: 10.5 2
- 0-not specified
- 10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,5
- 1-individually by: 3-teacher
- 2-in small groups 4-special remedial teacher
- 0-not specified 5-paraprofessional
- 6-parent tutor
- 7-older student tutor
- 8-peer tutor
- 9-not specified
- 10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy) I II II₁
- N-EMT language will be maintained in program: E DOM E DOM E DOM
(mark all that apply) NEMT EMT NEMT
- 0-not specified how long
- 1-as the alternative language of learning _____
- for as long as desired
- 2-as the medium of instruction for special subject matter (e.g. cultural heritage) 2 2 2
- 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English
- 11.1 I 2
- II 2
- II₁ 2
- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 5
- 0-not mentioned
- if for a particular number of years:
- 1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K,
N-EMT instruction should continue through high-school")

0-not specified

10.4 Average number of aides or paraprofessionals per class:

10.4 2

0-not specified P. p.32 < 1 intern teacher

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:

10.5 2

0-not specified

10.6 Special aide to pupils having most difficulty in learning is given:

10.6 1,5

1-individually

by: 3-teacher

2-in small groups

4-special remedial teacher

0-not specified

5-paraprofessional

6-parent tutor

7-older student tutor

8-peer tutor

9-not specified

10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

I

II

II₁

N-EMT language will be maintained in program:
(mark all that apply)

IE DOM
NEMT

E DOM
EMT

E DOM
NEMT

0-not specified how long

1-as the alternative language of learning
for as long as desired

2-as the medium of instruction for special
subject matter (e.g. cultural heritage)

3-only for the length of time necessary for
the acquisition of sufficient English to
permit learning of academic content at an
acceptable level in English

11.1 I 2

II 2

II₁ 2

11.2 How many years does project state is optimal for instruction
for N-EMT group through N-EMT language to continue?

11.2 5

0-not mentioned

if for a particular number of years:

1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K,
N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade:
code: C= N.A. (if no EMT)

11.3 I 14

II 14

II₁ 14

for each group N.A. 13= 14=
I N-E DOM X
II EDOM X
II₁ E DOM/NEMT X

Pre-K

K

1

2

3

4

5

6

7

8

9

10

11

12

Plans for the Second Year of Operation

A. Expand Vertically

The plans for the second year include vertical expansion. The 100 kindergarten students will continue the program in first grade and a new set of 100 students will be admitted into the kindergarten program. The teaching model will be a certified teacher (locally funded) and a teacher assistant in each classroom of 25 children. The first grade children will attend a full-day session while the kindergarten classes will be in two $2\frac{1}{2}$ hour sessions.

B. Increase Emphasis on Home Tutoring

Community development aides will continue to serve as liaisons between the school and community, with more emphasis on the home tutoring phase.

C. Increase Economy and Efficiency in Staff Development

Two areas will be strengthened as a result of recommendations from the teachers, consultants and evaluators. The staff development component will include a full-time university professor to provide the preservice and inservice training. Economy and efficiency both will be increased by utilizing a full-time staff member rather than frequent off-island consultants.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code: 00 0 not grades 1-3 4-6 7-9 10-12 13-college 14 Voc. training
 (if no EMT) mentioned

I E-DOM

II E-DOM - EMT

III E-DOM/NEMT

code: 13=College or University (Other professional training)
 14=Federal, State, or Private Vocational Job training

11.4 I 0
 II 0

11.5 Second language learning for English dominant students is projected through grade:

11.5 I 4
 II 4

code: 00 if 0 not grades
 no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12
 II EMT
 III N-EMT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

Cont. pp.33,34

11.7		11.8		11.9*	
Min. per day of instruction through N-EMT		Total Min. per day of any instruction		Subjects taught in native lang.	
through N-EMT		instruction		% of time per day of instruction through N-EMT	
PreK	1 3/4 hr	2 1/2 hrs	1 3/4	See Xerox	Pre K 50
1	3 hrs	5 hrs	2	" "	40
Xerox Cont. p.10	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.10		11.11		11.12	
Min. per day of instruction through N-EMT		Total Min. per day of any instruction		Subjects taught in native lang.	
through N-EMT		instruction		% of time per day of instruction through N-EMT	
PreK	1 3/4 hrs	2 1/2 hrs	1 3/4	See Xerox	Pre K 50
1	2	5	2	" "	40
2					
3					
4					
5					

11.5 Second language learning for English dominant students is projected through grade:

11.5 I₂ 4
II 4

code: 00 if 0 not grades
no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12
II EMT
II N-EMT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies Cont. pp.33,34

11.7	11.8	11.9 *
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
PreK 1 3/4 hr	2 1/2 hrs	1 3/4 See Xerox
1 3 hrs	5 hrs	2 " "
2		1 50
3		2 40
4		3
5		4
6		5
7		6
8		7
9		8
10		9
11		10
12		11
		12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

11.10	11.11	11.12
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
PreK 1 3/4 hrs	2 1/2 hrs	1 3/4 See Xerox
1 2	5	2 " "
2		1 50
3		2 40
4		3
5		4
6		5
7		6
8		7
9		8
10		9
11		10
12		11
		12

*11.9 "The evaluation plan suggests tht the core of the program is to conduct instruction about 50-50% in Chamorro and English. This approach is essentially in the program." Interim Audit Report, April 15, 1971 p.7

- 11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students

- 11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English IIT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in native lang.	11.16 % of time per day of instruction through N-EMT
-PreK	14 hrs.	22 hrs.	See Xerox	Pre-K 50
1	2	5	2	1 40
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

- 11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 3,9

0-not specified

- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
- 8-other (summarize)
-content is taught in both languages (as suggested by SEDL)
on alternate days. Directions given in both languages.

Cont. pp. 37,38

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1
2a

- 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student

Cont.p.18

	Min. per day of instruction through N-ET	Total min. per day of any instruction	Subjects taught in native lang.	% of time per day of instruction through N-ET
-Pre-K	1 1/2 hrs.	2 1/2 hrs.	See Xerox	-Pre-K 50
1	2	5	2	1 40
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide
in the classroom (mark all that apply)

11.17 3,9

0-not specified

1-languages are never mixed by either the teacher, aide or the
pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide
and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period;
pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or para-
professional uses another during the same class period; students
may use either.

5-the teacher reinforces any conversation initiated by the child
through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during
lesson.

7-the teacher uses English and the paraprofessional then translates
the same material for N-ET pupils.

8-other (summarize)

-content is taught in both languages (as suggested by SEDL)
on alternate days. Directions given in both languages.

Cont. pp. 37,38

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination
of methods)

12.0 1
2a

Cont.p.18

1-Audio-lingual habit skills or behavioral approach. Emphasis
on communication. Includes contrastive analysis of sounds
(units) in both languages by teacher and students, student
repetition of tapes and/or fluent teachers' model sentence
patterns until responses are automatic. Structural drills and
dialogues are systematically presented. Includes direct as-
sociation between object and word in second language in a
sequence of patterns learned in complete sentences. Inductive-
generalizations drawn from examples.

2-Transformational-cognitive approach

Acquiring an understanding of the structural patterns or
grammatical rules of a language.

SED L = South West Educational Development Laboratory, Austin, Texas

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)

Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

2-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom		Eng dom	
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- ①-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught
- 4-before any specified level of listening-speaking competence achieved in dominant language

X	X
---	---
---	---
---	---

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

- Eval. ①-Listening-speaking proficiency precedes introduction of reading
- Design 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between learning to read and to write

X	X	X	X
---	---	---	---
---	---	---	---
---	---	---	---

Cont. pp.18,40,42

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB 1

- ①-measure of listening-speaking proficiency

X	X	X	X
---	---	---	---

Cont. p.20 2-informal assessment by teacher

to negative, declarative to interrogative, active to passive.

2-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom		Eng dom	
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- ①-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught
- 4-before any specified level of listening-speaking competence achieved in dominant language

X	X

13.2 ALM sequence followed:

- Eval. ①-Listening-speaking proficiency precedes introduction of reading
- Design 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between learning to read and to write

X	X	X	X

13.2 IA 1
IB 1
IIA 1
IIB 1

Cont. pp.18,40,42

13.3 Listening-speaking proficiency determined by:

- ①-measure of listening-speaking proficiency

X	X	X	X

13.3 IA 1
IB 1
IIA 1
IIB 1

Cont. p.20 2-informal assessment by teacher

13.4 Second language reading skills are learned:

13.4 IB 1
IIR 1

- ①-concurrently with learning to read in dominant language
- 2-after a specified level of dominant language reading competence achievement
- 3-a specified period of time after learning to read in dominant language (e.g. a specific grade)
- 4-before learning to read in dominant language

X	X

Reading - 1st grade: 250 words in English, 250 in Chamorro
80% of children read at least 20 books in English/
Chamorro

		I		II		
		Non Eng dom students		Eng dom students		
		A	B	A	B	
		dom	second	dom	second	
		lang	lang	lang	lang	
13.5 Reading is introduced:						13.5 IA <u>1</u>
A-individually, when child is ready						IB <u>1</u>
or at a specific time during grade:	K					IIA <u>1</u>
	1	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	IIB <u>1</u>
	2					
	3					
13.6 Reading readiness is determined by:						13.6 IA <u>1,2</u>
1-test of reading readiness		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	IB <u>1,2</u>
2-informal teacher assessment		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	IIA <u>1,2</u>
						IIB <u>1,2</u>
13.7 Grade level reading is expected:						13.7 IA <u>2,4</u>
	1-in first grade					IB <u>2,4</u>
for most	②-in second grade	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	IIA <u>2,4</u>
	3-in third grade					IIB <u>2,4</u>
for some	④-in fourth grade	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	
	5-in fifth grade					
	6-in sixth grade					
	7-other (specify)					
13.8 Grade level academic achievement (math, science, etc.) in the						13.8 IB <u>3</u>
SECOND language is expected:						IIB <u>3</u>
1-in the first grade						
2-second grade						
3-third grade						
4-fourth grade						
5-fifth grade						
6-sixth grade						
7-other (specify)						
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:						14.0 I <u>2, .4, 5</u>
(mark all that apply)						II <u>2, .4, 5</u>
		I = N-E		II = E		
		dom		dom		
		students		students		
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.						
②-Second language learning is both a separate subject and also a medium of instruction for other subjects.		<u>X</u>		<u>X</u>		
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.						
④-Academic content taught in the native language is used as the referential						

13.6 Reading readiness is determined by:

1-test of reading readiness

2-informal teacher assessment

XXXX13.6 IA 1,2
IB 1,2
IIA 1,2
IIB 1,2

13.7 Grade level reading is expected:

- for most 1-in first grade
2-in second grade
3-in third grade
for some 4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

XXXX13.7 IA 2,4
IB 2,4
IIA 2,4
IIB 2,4

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

- 1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 3
IIB 314.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
(mark all that apply)14.0 I 2, .4,5
II 2, .4,5

I = N-E

II = E

dom

dom

students

students

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

XX

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

XX

5-Different academic content is taught in the second language from that which is taught in the native language.

XX

0-not specified

6-other (specify)

15.0 TREATMENT OF CHILD'S LANGUAGE:

I		II		15.0	IA
Non Eng. dom.		Eng. dom.			IB
<u>students</u>		<u>students</u>			IIA
A -in dom.	B 2nd	A	B 2nd		IIB
lang.	lang.	Eng.	lang.		

- 1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.

X X X X

- 2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

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- 3-Other (specify)

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0-Not specified

Xerox Cont.
pp.10,11,35

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

- 1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)

16.1 IAX I~~B~~X IIAX IIB X

SEDL material, new material in Chamorro

- 2-Basal readers

- ### 3-Dialect readers

Controlling Party	Controlling Interest	Controlling Party	Controlling Interest
Controlling Party	Controlling Interest	Controlling Party	Controlling Interest

- 4-Experience charts (stories dictated by children)

Y Y Y Y

- 16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA 4 III 4

- 1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

- 16.3 The following are techniques and materials used for second language learning:

- 0-none specified
- 1-pattern drills
- 2-dialog memorization
- 3-choral repetition
- 4-songs/games
- 5-programmed instruction
- 6-stories read to children informal story
- AUDIO VISUAL AIDS
- 7-films, filmstrips hour
- 8-flannel or magnetic boards
- 9-realia, graphic displays
- 10-records, tapes
- 11-listening centers/lang.-reading center
- 12-multi-media approach

[illegible]

Cont. p.18

Interim

aiming toward child's eventual
control of the standard form.

X X X X

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

3-Other (specify)

0-Not specified

Xerox Cont.
pp.10,11,35

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based

(Merrill or Miami Linguistic
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16.1 IA X IB X

IIA X IIB X

SEDL material, new material in Chamorro

2-Basal readers

3-Dialect readers

4-Experience charts (stories
dictated by children)

X X X X

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1

16.2 IA 4

IIA 4

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

X

X

2-dialog memorization

X

X

3-choral repetition

X

X

Cont. p.18

4-songs/games

X

X

5-programmed instruction

X

X

6-stories read to children informal story

X

X

AUDIO VISUAL AIDS

hour

7-films, filmstrips

X

X

8-flannel or magnetic boards

X

X

9-realia, graphic displays

X

X

10-records, tapes

X

X

Interim

11-listening centers/lang.-reading center

X

X

Audit p.5

12-multi-media approach

X

X

Experiential:

cultural develop.

13-role playing

X

X

14-puppetry

X

X

15-experience charts

X

X

16-primary typewriter

X

X

17-learning through direct experience

X

X

with materials e.g. Montessori

X

X

18-activity centers-chosen by child

X

X

19-other (specify)

Learning outside the classroom:

20-field trips

X

X

21-suggested TV programs

22-other (specify)

16.4 The sources of Non-English materials and textbooks are:

16.4 1, 10, 9, 3, 4

(mark all that apply)

0-not specified

①-are written by native speakers of that language see Research Compon. 16.1

2-commercially prepared and published in countries where

N-E is the native language

③-developed by the project's own bilingual staff

④-developed by the staff of another bilingual project (specify which)

ROTA

Xerox Cont.

+ SEDL

pp.7,9

5-developed in conjunction with project parents

6-developed by or with members of N-EMT community

7-are culturally appropriate for N-E culture

(specify how this is determined)

8-are cross cultural

9-commercially prepared and published in the U.S. - Developed by SEDL

⑩-are translations of U.S. texts

11-are coordinated with materials used in the regular subject

curriculum

12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are:

0-not specified (being developed)

1-xerox attached-page and document

C p7 + materials being developed
see XEROX 15 a, b, c, d

SEDL
ROTA

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 1

0-not specified

Pupils of both linguistic groups are:

①-always mixed for all learning except for special help

2-mixed for language learning

3-mixed for some academic subject learning

4-mixed for non-academic learning; art, music, gym, health

5-separated for native and second language learning into dominant language groups

6-separated for most academic subject learning into dominant language groups

7-never mixed for language or other academic learning

8-other (specify)

17.2 Students are grouped for language instruction:

(mark all that apply)

A-more than $\frac{1}{2}$ the time

B Less than $\frac{1}{2}$ the time

17.2 2 B

0-not specified

1-total class

2-small groups (specify size) ca 16 students

3-individual instruction

2 See Xerox to 27.1

17.3 Criteria for grouping:

0-not specified

other

1-by age

2-by native language

3-by dominant language

4-by language proficiency

(ex. level of reading skill) X

n.a. not applicable

(no E.dom/NEET)

I Non Eng
dom

Students

II Eng dom
EMT

III Eng dom
NEET

for use of special learning centers

X

X

See Xerox to 27.1

18.0 TUTORING

(specify how this is determined)

8-are cross cultural

9-commercially prepared and published in the U.S. - Developed by SEDL

10-are translations of U.S. texts

11-are coordinated with materials used in the regular subject curriculum

12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 I

0-not specified (being developed)

1-xerox attached-page and document

C p7 + materials being developed
see XEROX 15 a, b, c, d
SEDL
ROTA

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning except for special help

2-mixed for language learning

3-mixed for some academic subject learning

4-mixed for non-academic learning; art, music, gym, health

5-separated for native and second language learning into dominant language groups

6-separated for most academic subject learning into dominant language groups

7-never mixed for language or other academic learning

8-other (specify)

17.2 Students are grouped for language instruction: 17.2 2 B
(mark all that apply) A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time

0-not specified

1-total class

2-small groups (specify size) ca 16 students

3-individual instruction

2 See Xerox
to 27.1

17.3 Criteria for grouping:

0-not specified

other

I Non Eng
dom

Students
II Eng dom
EMT

II 1 Eng dom
NEMT

1-by age

2-by native language

3-by dominant language

4-by language proficiency

(ex. level of reading skill) X

for use of special learning centers

X

X

n.a. not applicable

(no E.dom/NEMT)

See Xerox
to 27.1

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no

no-not mentioned

0-type is not specified

1-inter-ethnic (N-EMT student tutors EMT students)

2-intra-ethnic (N-EMT student tutors N-EMT)

3-done by older children (cross age)

4-done by peers (same age)

5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified

1-inter-ethnic (N-EMT aide tutors EMT student)

2-in the acquisition of native language skills

3-in the acquisition of second language skills

4-in other academic subjects

18.2 1,4

16.4

p15a

D. Strengthen Chamorro Materials Development

The materials development component will also be strengthened by the addition of a multimedia unit. Since Chamorro never has been the medium of instruction on Guam, no teaching units exist in Chamorro. Materials drafted by the teachers and curriculum writers the first year for the kindergarten must be tested, refined and revised. Materials for first grade also must be written, tested and revised.

To compete with colorful, professionally produced English books and materials of large publishing companies, the teaching units developed in Chamorro must be as high a quality as possible within a reasonable cost. This demands trained personnel in graphic design and media as well as curriculum.

E. Establish Sound Basis for Chamorro Language Instruction

Preparation of curriculum materials in Chamorro the first year of the project also was hampered by lack of a linguistic analysis of preschool Chamorro children's language. The only serious recent research on the Chamorro language was done by Dr. Donald Topping as his doctoral dissertation in 1963. His paper, titled "Chamorro Structure and the Teaching of English," has been useful in pointing out the interference areas between Chamorro and English, but is not a study of how

a native speaker acquires the language. This need will be met by adding a research component to the project. The result will be information to support development of effective materials, (e.g., which words are learned first, which structures are used first or how complex is a five-year-old child's syntax).

During the first year of the project the Chamorro component depended heavily upon the translation of SEDL materials. Although these materials in translation will continue to be utilized (see selected references in statements of objectives in the Bilingual Procedures section which follows), they were found not wholly appropriate. The proposed research component will make possible the development of Chamorro materials which are linguistically sound.

F. Disseminate Program Elements to Other Geographic Areas

Education personnel from other Chamorro speaking areas of the Pacific will continue to be encouraged to investigate application of elements of the bilingual program to their settings. Primary elements for emphasis might be products resulting from efforts described in items C, D and E, above. Particular effort will be made to develop a working relationship with the Trust Territory of the Pacific Islands.

A. COMPONENT NAME Research **B. DOMINANT LANGUAGE** English/Chamorro **C. GRADE LEVEL** and First Kindergarten

D. NO. OF PARTICIPANTS 200

E. PROGRAM OBJECTIVES: To provide linguistic information necessary to develop Chamorro curriculum materials

P R O D U C T

F. PERFORMANCE OBJECTIVE

G. EVALUATION

Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
Ongoing	Researcher and Consulting Linguist (Dr. Donald Topping, University of Hawaii)	Final report will be submitted 12/1/71 to Project Director
1. An analysis will be prepared of the general grammar of the Chamorro speaking child, four to seven years of age, identifying the syntactic patterns peculiar to this age group as well as comparative differences between younger and older children within this same group		

6.4

15c

B. Analysis of Successes and Failures in Meeting Performance Objectives

(1) Instructional Component

The findings regarding the students in the lower quartile of performance on both criteria measures was considered interesting and encouraging, given the purposes of ESEA Title VII legislation. One of the intents of the program is to provide a more agreeable and familiar cultural setting for learning by pupils whose early educational experiences predispose them towards a rejection of school values. These early data provide some evidence that bilingual instruction may be providing a dividend to those students who need assistance the most.

Assessment of the year-long impact of the bilingual program is, of course, impossible at this time. Data gathered in May and analyzed in June will provide more information regarding the short-term impact of the program, as well as indices of performance relative to the realization of identified objectives. All summative evaluation activities prescribed in the design for implementation to date have been conducted.

Question
16.5

(2) Instructional Materials Component

The English materials in the SEDL bilingual program were found to be adequate and suitable for the program. SEDL materials translated into Chamorro, however, were not totally appropriate because of basic differences between the Spanish and Chamorro languages. Analysis of these materials indicates that use of specially developed Chamorro materials, rather than the translation of existing Spanish materials, would increase the effectiveness of the Guam program.

A linguistic analysis of the Chamorro language is needed to provide a solid basis for this materials development work.

Use of Guam artifacts and other cultural materials was successful. As a result, this activity will continue to be emphasized during year 2.

(3) Staff Development Component

The prescribed staff development activities were conducted successfully. Classroom observations and comments by teachers indicates that increased emphasis on this component can enhance the success of the program. Teachers particularly are inexperienced in using the new Chamorro materials in the classroom. Efforts during year 2 should give added attention to this area.

It is proposed to:

- (1) Add a research component to strengthen the existing knowledge base in linguistic analysis of the Chamorro language
- (2) Modify the materials development component to refine and expand Chamorro materials developed locally during the first year's operation and to develop new materials to replace Southwest Education Development Laboratory (SEDL) translation's which have proved unsatisfactory in many respects.

These needs are considered crucial to the viability of the ongoing program. They are described in more detail in Section 2. D and E (page 10) and are reflected as part of the requested budget increase during operational year 2.

E. General Assessment of Impact

The Bilingual Project has made a quiet impact on the community during the first year. The students speak easily and comfortably to visitors, not realizing that at their ages their instruction is different from other classes. Their eagerness to learn and explore new things is evident to casual observers, as well as to the administrators who make regular visits.

Parental support is phenomenal as shown by their cooperation with school activities. The community development aides have been very pleased with the response of the parents. No problems are expected in filling the project quota for next year.

Three newspaper picture stories appearing in the December, January and March editions of the Pacific Daily News summarized the ongoing activities of the project and were well received by the community. Some parents, teachers, commissioners and university professors have asked about the possibility of bilingual classes in other geographic areas.

The bilingual teachers have supported the program wholeheartedly. They are thoroughly convinced of the theoretical basis for bilingual education. One project teacher is transferring to another school because of transportation problems and one intern is accepting a full-time scholarship at the University of Guam, so she can come back as a certified teacher later in the program. The central office administration supports the program fully. During personal visits to the project sites, they have given encouragement and complete cooperation.

18.3 Parent tutoring: (mark all that apply)

no-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

18.3 0

3

Parents are trained to become tutors for their children:

(over)

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day

7-materials are provided for use in home by parents

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4,6,7,10

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom learning centers

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Bimonthly cultural experiences

4 field trips

> experience charts

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 1,3,5,9

①-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

③-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

⑤-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.

19.0 CURRICULUM PATTERNS

19.0 4,6,7,10

The stated curriculum pattern of the bilingual project:

- 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
- 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
- 3-flexible or modular scheduling
- 4-small group instruction
- 5-individualized learning
- 6-open classroom learning centers
- 7-guided discovery and inquiry
- 8-a curriculum which is both child and subject-centered
- 9-others (specify)
- 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Bimonthly cultural experiences
4 field trips

> experience charts

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0-method not mentioned 20.1 1,3,5,9
- ①-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- ③-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- ⑤-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
- 6-direct experience of math through discovery rather than instruction
- 7-other (specify or xerox) p. no. and document:

Cont. pp. 14,15

9-Cognitive Development (Science, Math, Oral Lang. Development) method as established by SEDL teacher guide

20.2 Cognitive development in later grades (grade 4 and above)

- 0-method not mentioned
- 1-specify or xerox p. no. and document
- n.a.-no grade 4 or later grades

20.2 NA

21.0 SELF-ESTEEM21.0 3, 7,9,12,21Stated methods of project component expected to increase self-esteem:

no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

3-language-experience approach: students dictate stories from their own experience

4-teacher accepts, acknowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page #

10- according to SEDL teacher's guides

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-pupils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older pupils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

independent reading in reading center
Cont. p.21

see 17.3

22.0 LEARNING STRATEGIES22.0 01-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2,5,6

- 4-teacher accepts, acknowledges ideas and feelings
- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
- 9-other (specify) (xerox or summarize) document page #

21- according to SEDL teacher's guides

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

- 10-pupils act as tutors for other pupils
- 11-pupils have some options in choice of curriculum
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)

see 17.3

independent reading in reading center
Cont. p.21

22.0 LEARNING STRATEGIES

22.0 0

- 1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2,5,6

- 1-bilingual alone
- 2-bilingual and bicultural (however, no info on teaching of US culture)
- 3-bilingual and multicultural
- 0-not specified as to which of the above
- 4-an ethnic studies program is included in the bilingual program
- 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
- 6-language and cultural content are integrated in social studies & science
- 7-other (specify)

Chamorro artifacts, legends, etc.
P. pp.15,19
Cont. p.18

23.2 Cross-cultural awareness:

23.2 0

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox) found in document _____, page # _____
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

23.3 0

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply)

23.4 2,3,4

- 0-no bicultural component mentioned
- 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
- 2- Historical-cultural heritage of the past--contributions to art and science
- 3-'Deep' culture: family patterns and contemporary way of life.
- 4-Itemization of surface aspects of a country--geography, dates of holidays etc.
- 5-A specific culture only e.g. one Indian tribe
- 6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
- 7-A third culture different from NEMT or EMT
- 8-Other (specify)

23.5 American culture is defined:

23.5 2

- 0-not specified
- 1-narrowly: primarily Anglo-Saxon orientation
- 2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
- 3-other(indicate document and page number for xerox) or elaborate in your own words

More will be done in higher grades. Guam's pluralism consists of Filipinos, Koreans, Trust Territory Chinese and US Mainlanders. Guam is imbued with US cultural overtones in its celebration of holidays, use of stateside texts, stateside teachers & economy.

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

24.1 no

- 0-group not specified
- 1-project children
- 2-adults of the project community
- 3-teachers

limited materials in Chamorro

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-ENT culture involves (mark all that apply) 23.4 2,3,4
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

More will be done in higher grades. Guam's pluralism consists of Filipinos, Koreans, Trust Territory Chinese and US Mainlanders. Guam is imbued with US cultural overtones in its celebration of holidays, use of stateside texts, stateside teachers & economy.

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers -limited materials in Chamorro
no-bilingual library not mentioned -Being developed

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 3,5,6,8,9,12

0-method not specified

no-provision for informing community

1-bilingual newsletter

2-monolingual newsletter

3-news sent to mass media. 3 newspaper picture stories in Pacific Daily

4-if articles included with project, check 4 News Cont. p.9

5-bilingual fliers sent home

6-formal meetings

7-informal meetings open to entire community

8-meetings conducted in both languages

9-home visits

10-other (specify)

11-project director personally involved in program

dissemination. specify how

12-classroom visits by parents

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 2,3,4,6,

0-type not specified

no-not sought

1-existing community groups working with program

2-bilingual questionnaires

3-community-school staff committees

4-community advisory groups

5-formal meetings open to the entire community

6-informal meetings with community groups

7-other (specify)

8-project director personally seeks involvement of community in program. specify how

Cont. pp.

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*4-(parents, community representatives, Dept. of Ed. personnel, Univ. of Guam & business community represent. periodically advise, recommend and review objectives)

90% of parents(w/children in project) will donate 10 hrs. to project-related activities

24.5 The school keeps informed about community interests, events and problems through:

project-related activities

no-no mention of school seeking to be informed about community

1-meetings open to the entire community conducted in both languages

2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify)

0-method not specified

24.5 2,4

24.6 The school is open to the community through:

24.6 2

0-not mentioned

no-school is not open to community for community use

1-opening school facilities to the community at large for use after school hours and on weekends

2-providing adult education courses Cont. p.9

3-other (specify)

- 7-informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify)
- 11-project director personally involved in program dissemination. specify how
- 12-classroom visits by parents

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 2,3,4,6,

- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires
- 3-community-school staff committees
- 4-community advisory groups
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how

Cont. pp.
33,34
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p.35

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- no-no mention of school seeking to be informed about community
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- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

24.5 2,4

24.6 The school is open to the community through:

24.6 2

- 0-not mentioned
- no-school is not open to community for community use
- 1-opening school facilities to the community at large for use after school hours and on weekends
- 2-providing adult education courses Cont. p.9
- 3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1,2,3,6

- 1-newspaper articles
- 2-radio programs
- 3-TV programs \ Eval. Design Sept. 70, pp.34,35
- 4-video-tapes
- 5-films
- 6-visitors to observe the program \ Cont. p.9

25.2 Project's impact:

25.2 3, 6

- 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
 - 2-Project mentions other schools in the local educational system have started bilingual programs
 - 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs **U. of Guam**
- Cont. p.9** Some teachers, parents, commissioners, Univ. prof. have asked about possibility of establishment of bilingual classes in other geographic areas.

26.0 ROLE OF EVALUATOR

- 26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 0

- 0-not mentioned
- 1-published measures
- 2-staff developed measures
- 3-staff translations of published measures
- 4-staff adaptations of published measures

- 26.2 Evaluator has personally observed students in the program:

26.2 3

- 0-not mentioned
- no-never
- 1-once or twice during the year
- 2-more than twice
- 3-regularly
- 4-other (specify)

- 26.3 Evaluator has met with teachers:

26.3 2

- 0-not mentioned
- no-never
- 1-once or twice during year
- 2-more than twice
- 3-regularly
- 4-other (specify)

27.0 EVALUATION PROCEDURE

See p. 4 a

- 27.1 0-not specified

27.1 1

- 1-A comparison group has been chosen
- 2-A comparison group will be chosen

- 27.2 0-not specified (mark all that apply)

27.2 1, 3, 5, 7

- 1-Pre-tests have been given to project group or sample
- 2- " will be " "
- 3-Post-tests have been given to project group or sample
- 4- " will be " "
- 5-Pre-tests have been given to comparison group
- 6- " will be " "
- 7-Post-tests have been given to comparison group
- 8- " will be " "

Interim Audit p.5
Final Eval.